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ABSTRACT

Five sex affirmative or bias free model recruitment plans are included in this booklet. They were designed by teachers for use with ninth grade students who have already been taught to recognize sex role stereotyping and the limitations it places on them in career choices. The plans address the vocational education areas of business and clerical education, home economics, industrial arts, power mechanics, and vocational agriculture. Each recruitment plan includes goals and objectives for classroom presentations. Appendices include lists of occupations related to business and clerical education and home economics, memos about learning shorthand and calculator use, a list of basic homemaking skills, home economics and industrial arts course descriptions, and a paragraph about the role of women in agriculture. (Author/MK)

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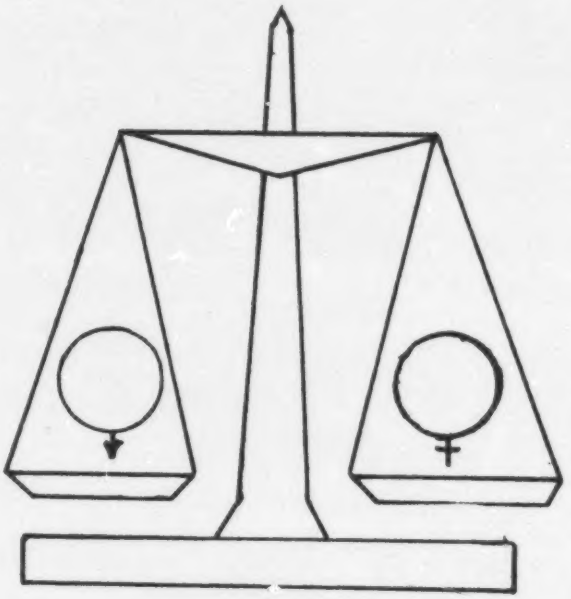
SEX EQUITY IN THE 80'S

VOCATIONAL TEACHER RECRUITMENT PLANS A SEX EQUITY MODEL

GRADES 7-9



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SEX EQUITY PROJECT

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CARO, MI 48723

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SEX EQUITY PROJECT

CARO COMMUNITY SCHOOLS
301 HOOPER STREET
CARO, MICHIGAN 48723

SEX EQUITY VOCATIONAL RECRUITMENT PLANS

for

NINTH GRADE STUDENTS

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MAY, 1980

UNDER THE AUSPICES OF A GRANT PROVIDED BY:

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PREFACE

This booklet contains five (5) sex affirmative or bias free model recruitment plans for Vocational Education classes at the high school level. Our target group is all students enrolled in Ninth grade English classes. This target group has already been taught in English classes to recognize sex-role stereotyping and the limitations it places on them in career choices.

The English teachers involved in the project have produced five (5) sex affirmative, infused model units and eight (8) sex affirmative daily lesson plans which were taught to the target group.

After ten (10) hours of training in Sex Equity, the vocational teachers developed for their classroom use the following recruitment plans which are modeled after materials found in the workshop package, The Vocational Educator's Role, developed for the U. S. Department of Health, Education, and Welfare.

The training model developed for the vocational teachers is available.

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THE RECRUITING PLAN

SEX AFFIRMATIVE

1. GOAL:

   To significantly increase enrollments of non-traditional students in vocational education classes in Caro High School by exposing ninth grade English students to fifty-five minute classroom presentations.

2. PROGRAM AREA COVERED IN THIS RECRUITING PLAN:

   Vocational Business Classes

3. WHY DID YOU SELECT THIS PROGRAM AREA?

   We wish to increase the male enrollment in our traditionally female business classes.

4. LIST UP TO THREE OBJECTIVES LEADING TO THE ACHIEVEMENT OF THE ABOVE GOAL FOR THE SELECTED PROGRAM AREA. INDICATE A TIMELINE FOR THE COMPLETION OF EACH.

   OBJECTIVE #1: To expose students to male and female guest speakers from business occupations.

   OBJECTIVE #2: To introduce students to business education skills; shorthand, typing, and accounting.

   OBJECTIVE #3: To introduce students to business machines.

5. LIST UP TO THREE SPECIFIC WORK ACTIVITIES FOR ACHIEVING YOUR OBJECTIVES. ALSO, DESIGNATE THE PERSON WHO HAS PRIMARY RESPONSIBILITY FOR THE IMPLEMENTATION OF EACH ACTIVITY (ADMINISTRATOR, COUNSELORS, OR TEACHERS) AND A TIMELINE FOR COMPLETION OF THE TASK.

   OBJECTIVE #1: To expose students to male and female guest speakers from business occupations.

   WORK ACTIVITY #1: Female court reporter explains her view of the job in seven (7) minutes.

   PERSON RESPONSIBLE: Guest Speaker

   WORK ACTIVITY #2: Male court reporter explains his view of the job in seven (7) minutes.

   PERSON RESPONSIBLE: Guest Speaker

   WORK ACTIVITY #3: Students are given a compiled list of business occupations (See Appendix A)

   PERSON RESPONSIBLE: Business Education Teacher

OBJECTIVE #2: To introduce students to business education skills; shorthand, typing, and accounting.

WORK ACTIVITY #1: Vocational business education teachers demonstrate and explain the skills (See Appendix B).

PERSON RESPONSIBLE: Business Education Teacher

OBJECTIVE #3: To introduce students to business machines.

WORK ACTIVITY #1: Skilled vocational business education students demonstrate IBM Mode VI, transcription machines, and calculators, while ninth grade students tour the room. (See Appendix C).

PERSON RESPONSIBLE: Business Education Teachers and enrolled Vocational Business Students

THE RECRUITING PLAN

BIAS FREE

1. GOAL:

   To significantly increase enrollments of non-traditional students in vocational education classes in Caro High School by exposing ninth grade English students to fifty-five minute classroom presentations.

2. PROGRAM AREA COVERED IN THIS RECRUITING PLAN:

   Comprehensive Homemaking

3. WHY DID YOU SELECT THIS PROGRAM AREA?

   All students at sometime in their life should be exposed to the basic survival of life.

4. LIST UP TO THREE OBJECTIVES LEADING TO THE ACHIEVEMENT OF THE ABOVE GOAL FOR THE SELECTED PROGRAM AREA. INDICATE A TIMELINE FOR THE COMPLETION OF EACH.

   OBJECTIVE #1: Develop an awareness of careers related to the wage earning and non-wage earning field of home economics.

   OBJECTIVE #2: Develop an awareness of their individual needs for the basic homemaking skills and its relevance to their future life-style.

   OBJECTIVE #3: Familiarize students with the Caro High School Home Economics Department, its program offerings and staff person.

5. LIST UP TO THREE SPECIFIC WORK ACTIVITIES FOR ACHIEVING YOUR OBJECTIVES. ALSO, DESIGNATE THE PERSON WHO HAS PRIMARY RESPONSIBILITY FOR THE IMPLEMENATATION OF EACH ACTIVITY (ADMINISTRATORS, COUNSELORS, OR TEACHERS) AND A TIMELINE FOR COMPLETION OF THE TASK.

   OBJECTIVE #1: Develop an awareness of careers related to the wage earning and non-wage earning field of home economics.

   WORK ACTIVITY #1: Send for filmstrips related to careers in home economics.

   PERSON RESPONSIBLE: Home Economics Teacher

   WORK ACTIVITY #2: Preview filmstrips for sex biases and stereotyping of career roles and purchase one that is non-bias.

   PERSON RESPONSIBLE: Sex Equity Project Coordinator and Home Economics Teacher

WORK ACTIVITY #3: Make a list of careers and explain to students how various Home Economics classes could be a useful prerequisite for them. (See Appendix D)

PERSON RESPONSIBLE: Home Economics Teacher

OBJECTIVE #2: Develop an awareness of their individual needs for the basic homemaking skills and its relevance to their future life-style.

WORK ACTIVITY #1: Make a list of basic homemaking skills needed by everyone to survive independently throughout life. (See Appendix E).

PERSON RESPONSIBLE: Home Economics Teacher

WORK ACTIVITY #2: Take the above list and explain how each are used and relevant to everyone.

PERSON RESPONSIBLE: Home Economics Teacher

WORK ACTIVITY #3: Deliver this mini-lecture to 9th grade class.

PERSON RESPONSIBLE: Home Economics Teacher

OBJECTIVE #3: Familiarize students with the Caro High School Home Economics Department, its program offerings and staff person.

WORK ACTIVITY #1: Tell students about all the course offerings in the Home Economics Department and give them a brief synopsis of each. Display text books. (See Appendix F).

PERSON RESPONSIBLE: Home Economics Teacher

WORK ACTIVITY #2: Suggest to students which class offerings in the department are prerequisites for the local skill center.

PERSON RESPONSIBLE: Home Economics Teacher

WORK ACTIVITY #3: Introduce myself and tour students through the different lab areas in the Home Economics room.

PERSON RESPONSIBLE: Home Economics Teacher

THE RECRUITING PLAN

BIAS FREE

1. GOAL:

   To significantly increase enrollments of non-traditional students in vocational education classes in Caro High School by exposing ninth grade English students to fifty-five minute classroom presentations.

2. PROGRAM AREA COVERED IN THIS RECRUITING PLAN:

   Industrial Arts

3. WHY DID YOU SELECT THIS PROGRAM AREA?

   I have only one girl out of 75 students enrolled in Industrial Arts classes.

4. LIST UP TO THREE OBJECTIVES LEADING TO THE ACHIEVEMENT OF THE ABOVE GOAL FOR THE SELECTED PROGRAM AREA. INDICATE A TIMELINE FOR THE COMPLETION OF EACH.

   OBJECTIVE #1: For students to understand that little or no skill is required for any entry level student in Industrial Arts.

   OBJECTIVE #2: To introduce students to career opportunities in the trade and industry area.

   OBJECTIVE #3: To introduce students to the machines used in class by allowing them to see them in operation.

5. LIST UP TO THREE SPECIFIC WORK ACTIVITIES FOR ACHIEVING YOUR OBJECTIVES. ALSO, DESIGNATE THE PERSON WHO HAS PRIMARY RESPONSIBILITY FOR THE IMPLEMENTATION OF EACH ACTIVITY (ADMINISTRATOR, COUNSELORS, OR TEACHERS) AND A TIMELINE FOR COMPLETION OF THE TASK.

   OBJECTIVE #1: For students to understand that little or no skill is required for any entry level student in Industrial Arts.

   WORK ACTIVITY #1: Ninth grade English teacher will divide the class into two groups. While one group listens to the Industrial Arts teacher presentation, the other group will view student demonstrations.

   PERSON RESPONSIBLE: Ninth grade English teacher

WORK ACTIVITY #2: A bias-free teacher presentation of classroom activities will be given with the aid of the blackboard. (Appendix G)

PERSON RESPONSIBLE: Industrial Arts Teacher

WORK ACTIVITY #3: Students will view a bias-free slide show illustrating winning wood-working projects created by students at varying levels of expertise.

PERSON RESPONSIBLE: Industrial Arts Teacher

OBJECTIVE #2: To introduce students to career opportunities in the trade and industry area.

WORK ACTIVITY #1: Students will view a display of projects that may be sold for a profit.

PERSON RESPONSIBLE: Industrial Arts Teacher & Cadet Teacher

WORK ACTIVITY #2: Teacher will explain the role of the Intermediate School District Skill Center in preparing students for careers. Teacher will list careers.

PERSON RESPONSIBLE: Industrial Arts Teacher

OJECTIVE #3: To introduce students to the machines used in class by allowing them to see them in operation.

WORK ACTIVITY #1: Students will view a picture frame being built. This process will utilize five machines.

PERSON RESPONSIBLE: Industrial Arts Teacher or Cadet Teacher

WORK ACTIVITY #2: While students tour the Industrial Arts classroom enrolled students will demonstrate machines used regularly in classroom work.

PERSON RESPONSIBLE: Enrolled students and ninth grade English teachers.

THE RECRUITING PLAN

BIAS FREE

1. GOAL:

   To significantly increase enrollments of non-traditional students in vocational education classes in Caro High School by exposing ninth grade English students to fifty-five minute classroom presentations.

2. PROGRAM AREA COVERED IN THIS RECRUITING PLAN:

   Power I, Power II, and Drafting

3. WHY DID YOU SELECT THIS PROGRAM AREA?

   I have four girls enrolled in drafting and no girls enrolled in power classes.

4. LIST UP TO THREE OBJECTIVES LEADING TO THE ACHIEVEMENT OF THE ABOVE GOAL FOR THE SELECTED PROGRAM AREA. INDICATE A TIMELINE FOR THE COMPLETION OF EACH.

   OBJECTIVE #1: For the students to become aware of skills required to work as an auto mechanic, welder-cutter machinist, sheet metal fabricator and drafts person.

   OBJECTIVE #2: To introduce students to job opportunities in the Industrial Education field.

   OBJECTIVE #3: To give students a visual understanding of classroom projects.

5. LIST UP TO THREE SPECIFIC WORK ACTIVITIES FOR ACHIEVING YOUR OBJECTIVES. ALSO, DESIGNATE THE PERSON WHO HAS PRIMARY RESPONSIBILITY FOR THE IMPLEMENTATION OF EACH ACTIVITY (ADMINISTRATOR, COUNSELORS, OR TEACHERS) AND A TIMELINE FOR COMPLETION OF THE TASK.

   OBJECTIVE #1: For the students to become aware of skills required to work as an auto mechanic, welder-cutter machinist, sheet metal fabricator and drafts person.

   WORK ACTIVITY #1: Ninth grade English teacher will assign students to teams of both boys and girls with from two (2) to four (4) students in each team.

   PERSON RESPONSIBLE: Ninth grade English teacher

   WORK ACTIVITY #2: Cadet teachers (student helpers) will plan demonstrations of various tools to be shown to the 9th grade students.

   PERSON RESPONSIBLE: Power teacher and cadets.

WORK ACTIVITY #3: In rotation, ninth grade students in teams will view demonstrations of auto tune-up; oxygen-accetyline cutting outfit; lathe, vertical, or horizontal mill; set-up and bend of a sheet metal box, a simple drawing.

PERSON RESPONSIBLE: Teacher and cadet teachers.

OBJECTIVE #2: To introduce students to job opportunities in the Industrial Education field.

WORK ACTIVITY #1: Preceeding the slide show, the power teacher will explain jobs, qualifications, and income related to his field. Charts will be used.

PERSON RESPONSIBLE: Power teacher

OBJECTIVE #3: To give students a visual understanding of classroom projects.

WORK ACTIVITY #1: Ten minute bias-free slide show will illustrate state projects to students which include metal working: tables, chairs, bar-b-que grills, tools.

PERSON RESPONSIBLE: Power teacher

THE RECRUITING PLAN

SEX AFFIRMATIVE

1. GOAL:

   To significantly increase enrollments of non-traditional students in vocational education classes in Caro High School by exposing ninth grade English students to fifty-five minute classroom presentations.

2. PROGRAM AREA COVERED IN THIS RECRUITING PLAN:

   Vocational Agriculture

3. WHY DID YOU SELECT THIS PROGRAM AREA?

   Many students do not elect vocational agriculture programs because they think it is strictly a pre-farming course.

4. LIST UP TO THREE OBJECTIVES LEADING TO THE ACHIEVEMENT OF THE ABOVE GOAL FOR THE SELECTED PROGRAM AREA. INDICATE A TIMELINE FOR THE COMPLETION OF EACH.

   OBJECTIVE #1: To describe the F.F.A. (Future Farmers of America) organization and explain its function & the on-going classroom activities.

   OBJECTIVE #2: To increase the awareness of female students to career possibilities in agriculture and related fields.

   OBJECTIVE #3: To describe the variety of classroom projects available to students.

5. LIST UP TO THREE SPECIFIC WORK ACTIVITIES FOR ACHIEVING YOUR OBJECTIVES. ALSO, DESIGNATE THE PERSON WHO HAS PRIMARY RESPONSIBILITY FOR THE IMPLEMENTATION OF EACH ACTIVITY (ADMINISTRATOR, COUNSELORS, OR TEACHERS) AND A TIMELINE FOR COMPLETION OF THE TASK.

   OBJECTIVE #1: To describe the F.F.A. (Future Farmers of America) organization and explain its function & the ongoing classroom activities.

   WORK ACTIVITY #1: Present a slide/tape show which has been developed by the National Organization of F.F.A. This show illustraces the role of both boys AND girls in F.F.A. in local school districts.

   PERSON RESPONSIBLE: Vocational Agriculture teacher

   OBJECTIVE #2: To increase the awareness of female students to career possibilities in agriculture and related fields.

WORK ACTIVITY #1: Recite pertinent statistics about the role of women in agriculture in the State of Michigan. (Appendix H)

PERSON RESPONSIBLE: Vocational Agriculture Teacher

WORK ACTIVITY #2: Stress that farming is only 1/5 of the total vocational agriculture curriculum.

PERSON RESPONSIBLE: Vocational Agriculture Teacher

OBJECTIVE #3: To describe the variety of classroom projects available to students.

WORK ACTIVITY #1: Teacher describes classroom projects as slides are shown. Project consists of gardening, rabbit production, livestock, crops, horse production.

PERSON RESPONSBILE: Vocational Agriculture Teacher

WORK ACTIVITY #2: Teacher explains the role of 4-H in conjunction with classroom projects.

PERSON RESPONSIBLE: Vocational Agriculture Teacher

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JOBS THAT INVOLVE BUSINESS MATH

BANK TELLER
BOOKKEEPER
CALCULATING MACHINE OPERATOR
CLERICAL SUPERVISOR
ESTIMATOR
OFFICE MACHINE OPERATOR
PAYROLL CLERK
SECRETARY
STATISTICAL CLERK
TYPIST
BARBER
COOK/CHEF
TELEPHONE OPERATOR
MANUFACTURERS' REPRESENTATIVE
RETAIL SALES AGENT
RETAIL SALES MANAGER
FREIGHT & MATERIAL HANDLER
DECORATOR & WINDOW DRESSER
DUPLICATING MACHINE OPERATOR
REAL ESTATE APPRAISER
AUTO SALES WORKER
WHOLESALE SALES MANAGER
BILLING CLERK
BOOKKEEPING & BILLING MACHINE OPERATOR
CASHIER
COUNTER CLERK
INSURANCE ADJUSTER
OFFICE MANAGER
RECEPTIONIST
SHIPPING & RECEIVING CLERK
STOCK CLERK
BANKER
BARTENDER
MEAT CUTTER
WAITER/WAITRESS
REAL ESTATE AGENT
RETAIL SALES CLERK
WHOLESALE SALES REPRESENTATIVE
TRUCK DRIVER
CREDIT & COLLECTION MANAGER
HOTEL-MOTEL MANAGER
AUTO PARTS SERVICE CLERK
AUTOMOBILE SERVICE ADVISOR
INDUSTRIAL TRAFFIC MANAGER

JOBS THAT INVOLVE V.O.B. OR CO-OP WORK

ADVERTISING AGENT
BILLING CLERK
BOOKKEEPING & BILLING MACHINE OPR.
CASHIER
COUNTER CLERK
KEY PUNCH OPERATOR
OFFICE MANAGER
RECEPTIONIST
STATISTICAL CLERK
TYPIST
RETAIL SALES CLERK
DENTAL ASSISTANT
STENOGRAPHER
WARD CLERK
WORD PROCESSOR
BANK TELLER
BOOKKEEPER
CALCULATING MACHINE OPERATOR
CLERICAL SUPERVISOR
COMPUTER PROGRAMMER
FILE CLERK
OFFICE MACHINE OPERATOR
PAYROLL CLERK
SECRETARY
STOCK CLERK
RETAIL SALES AGENT
RETAIL SALES MANAGER
DUPLICATING MACHINE OPERATOR
TABULATING MACHINE OPERATOR
COURT REPORTER

JOBS THAT INVOLVE SHORTHAND

CLERICAL SUPERVISOR
STEONGRAPHER
SECRETARY
COURT REPORTER

JOBS THAT INVOLVE BOOKKEEPING

BANK TELLER
BOOKKEEPER
BUILDING MANAGER
CALCULATING MACHINE OPERATOR
CLERICAL SUPERVISOR
COMPUTER PROGRAMMER
COUNTER CLERK
INSURANCE ADJUSTER
PAYROLL CLERK
SECRETARY
STATISTICAL CLERK
TYPIST
FOOD SERVICE MANAGER
MANUFACTURERS' REPRESENTATIVE
RETAIL SALES AGENT
STOCKBROKER
DELIVERY/ROUTE DRIVER
PHARMACIST
ASSESSOR, CONTROLLER & TREASURER
CREDIT & COLLECTION MANAGER
MASTER, MATE & PILOT
MAIL CARRIER
BILLING CLERK
BOOKKEEPING & BILLING MACHINE OPERATOR
BUYER
CASHIER
COMPUTER OPERATOR
COMPUTER SYSTEMS ANALYST
FINANCIAL MANAGER
OFFICE MANAGER
PRODUCTION COORDINATOR
SHIPPING & RECEIVING CLERK
STOCK CLERK
BARBER
POSTAL CLERK
REAL ESTATE AGENT
WHOLESALE SALES REPRESENTATIVE
DENTAL ASSISTANT
RETAIL SALES MANAGER
FARMER/FARM MANAGER
BILL & ACCOUNT COLLECTOR
AUTO PARTS SERVICE CLERK
HALFWAY HOUSE RESIDENT MANAGER
FLORIST

JOBS THAT INVOLVE DATA PROCESSING

ACCOUNTANT
BILLING CLERK
BOOKKEEPING & BILLING MACHINE OPR.
COMPUTER OPERATOR
COMPUTER SYSTEMS ANALYST
OFFICE MANAGER
PURCHASING AGENT
STATISTICAL CLERK
ASSESSOR, CONTROLLER, & TREASURER
BANK TELLER
BOOKKEEPER
CLERICAL SUPERVISOR
COMPUTER PROGRAMMER
KEYPUNCH OPERATOR
PAYROLL CLERK
SECRETARY
LIBRARIAN
CREDIT & COLLECTION MANAGER

JOBS THAT INVOLVE BUSINESS LAW

ACCOUNTANT
BUILDING MANAGER
FINANCIAL MANAGER
OFFICE MANAGER
INSURANCE AGENT
ASSESSOR, CONTROLLER & TREASURER
REAL ESTATE APPRAISER
AIRPORT MANAGER
LEGAL ASSISTANT
BOOKKEEPER
BUYER
INSURANCE ADJUSTER
SECRETARY
REAL ESTATE AGENT
HOTEL-MOTEL MANAGER
CITY MANAGER
ACTUARY

JOBS THAT INVOLVE GENERAL CLERICAL

BANK TELLER
CASHIER
FILE CLERK
OFFICE MACHINE OPERATOR
RECEPTIONIST
SHIPPING & RECEIVING CLERK
STOCK CLERK
MAIL HANDLER
STOCK HANDLER
TEACHER AIDE
DENTAL ASSISTANT
WARD CLERK
POSTMASTER & MAIL SUPERVISOR
WORD PROCESSOR
FLORIST
BILLING CLERK
COUNTER CLERK
KEYPUNCH OPERATOR
PAYROLL CLERK
SECRETARY
STATISTICAL CLERK
TYPIST
POSTAL CLERK
LIBRARY ASSISTANT
DISPATCHER
DUPLICATING MACHINE OPERATOR
MESSENGER
MASTER, MATE, & PILOT
WELFARE SERVICE AIDE
MAIL CARRIER

JOBS THAT INVOLVE OFFICE MACHINES

ACCOUNTANT
BILLING CLERK
BOOKKEEPING & BILLING MACHINE OPR.
CLERICAL SUPERVISOR
FILE CLERK
OFFICE MACHINE OPERATOR
PAYROLL CLERK
SECRETARY
TYPIST
STENOGRAPHER
OFFICE MACHINE REPAIRER
WORD PROCESSOR
BANK TELLER
BOOKKEEPER
CALCULATING MACHINE OPERATOR
COMPUTER PROGRAMMER
KEYPUNCH OPERATOR
OFFICE MANAGER
RECEPTIONIST
STATISTICAL CLERK
DUPLICATING MACHINE OPERATOR
TABULATING MACHINE OPERATOR
COURT REPORTER

JOBS THAT INVOLVE OFFICE PRACTICE

BILLING CLERK
BOOKKEEPING & BILLING MACHINE OPR.
CLERICAL SUPERVISOR
COUNTER CLERK
KEYPUNCH OPERATOR
OFFICE MANAGER
RECEPTIONIST
STOCK CLERK
TELEPHONE OPERATOR
MEDICAL RECORD TECHNICIAN
WARD CLERK
CITY MANAGER
COURT REPORTER
BOOKKEEPER
CALCULATING MACHINE OPERATOR
COMPUTER PROGRAMMER
FILE CLERK
OFFICE MACHINE OPERATOR
PERSONNEL WORKER
SECRETARY
TYPIST
RETAIL SALES MANAGER
STENOGRAPHER
OPTOMETRIC ASSISTANT
HALFWAY HOUSE RESIDENT MANAGER
WORD PROCESSOR

JOBS THAT INVOLVE GENERAL BUSINESS

ACCOUNTANT
BANK TELLER
BOOKKEEPER
BUYER
FINANCIAL MANAGER
OFFICE MANAGER
PERSONNEL WORKER
PURCHASING AGENT
SECRETARY
STOCK CLERK
BARBER
COOK/CHEF
FOOD SERVICE MANAGER
REFUSE COLLECTOR
RETAIL SALES CLERK
DELIVER/ROUTE DRIVER
FARMER/FARM MANAGER
AIRLINE DISPATCHER
CITY MANAGER

ADVERTISING AGENT
BILLING CLERK
BUILDING MANAGER
CLERICAL SUPERVISOR
INSURANCE ADJUSTER
PAYROLL CLERK
PRODUCTION COORDINATOR
RECEPTIONIST
STATISTICAL CLERK
TYPIST
BARTENDER
COSMETOLOGIST
INSPECTOR
REAL ESTATE AGENT
RETAIL SALES MANAGER
DENTAL ASSISTANT
WHOLESALE SALES MANAGER
INDUSTRIAL TRAFFIC MANAGER
AIRPORT MANAGER

JOBS THAT INVOLVE TYPEWRITING

COMPOSITOR & TYPESETTER
BILLING CLERK
BOOKKEEPING & BILLING MACHINE OPR.
CLERICAL SUPERVISOR
COMPUTER PROGRAMMER
KEYPUNCH OPERATOR
OFFICE MANAGER
PUBLIC RELATIONS SPECIALIST
RECEPTIONIST
SHIPPING & RECEIVING CLERK
STOCK CLERK
TELEPHONE OPERATOR
ELEMENTARY SCHOOL TEACHER
LIBRARY ASSISTANT
INSURANCE AGENT
TICKET AGENT
MEDICAL RECORD TECHNICIAN
SOCIAL WORKER
COPY READER & PROOFREADER
STENOGRAPHER
TABULATING MACHINE OPERATOR
WARD CLERK
ELECTROCARDIOGRAPH TECHNICIAN
HALFWAY HOUSE RESIDENT MANAGER
WORD PROCESSOR

BANK TELLER
BOOKKEEPER
CALCULATING MACHINE OPERATOR
COMPUTER OPERATOR
FILE CLERK
OFFICE MACHINE OPERATOR
PAYROLL CLERK
PURCHASING AGENT
SECRETARY
STATISTICAL CLERK
TYPIST
COLLEGE INSTRUCTOR
LIBRARIAN
SECONDARY SCHOOL TEACHER
RETAIL SALES AGENT
DENTAL ASSISTANT
RADIOLOGIC TECHNICIAN
EDITOR & REPORTER
DUPLICATING MACHINE OPERATOR
TABULATING MACHINE OPERATOR
TELEGRAPH OPERATOR
RADIO OPERATOR
OPTOMETRIC ASSISTANT
COURT REPORTER

APPENDIX B

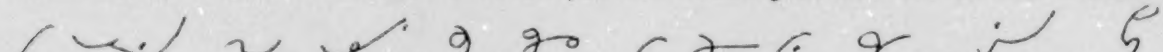
TO: All 8th Grade Students

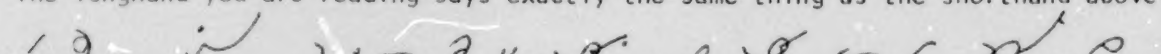
FROM: Shorthand I Class

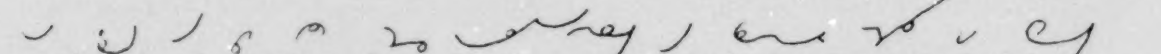
SUBJ: Learning Shorthand

DATE: April 30, 1980

These funny little curves and circles you are looking at are called shorthand.

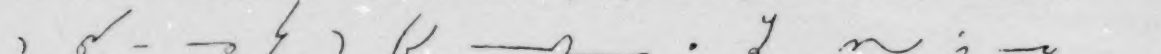

The longhand you are reading says exactly the same thing as the shorthand above

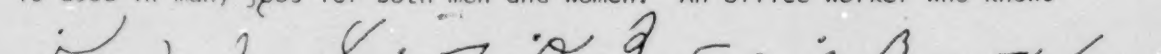

it says. Shorthand is a new way of writing. You write only the sounds that


are heard and use these funny little curves and circles instead of alphabet

letters. Shorthand is fun and useful. It is much faster than longhand and

no one will be able to read the notes you pass to your friends. Shorthand


is used in many jobs for both men and women. An office worker who knows


shorthand is usually paid a much higher wage than one who does not know it.

10 KEY CALCULATOR

This calculator is a lot like the pocket calculators you have used. It adds, subtracts, multiplies, divides and remembers totals. It prints answers on a paper tape. You learn to use 3 fingers without watching, just like learning to type without watching your fingers. You learn to use this machine in Accounting, VOE, and second-year typing.

OCCUPATIONS RELATED TO HOME ECONOMICS

Food Services
Nursing
Dentistry
Institutional Home Management Services
Home Furnishings / Equipment / Services
Clothing management / Production / Services
Medical field
Apparel and accessories
Environmental Control
Cosmetology
Textile Production and Fabrication
Fashion Designer
Housekeeping
Biologist
School Teacher
Interior Design
Scoial Work
Medical Research
Foster Parent
Dietician
Hair Stylist
Psychologist
Salesperson
Lawyer
Counselor
Accountant
Business Management
Artist
Building Construction
Food Research
Architecture

BASIC HOMEMAKING SKILLS

Knowledge of the following skills are needed and used by everyone throughout their lifetime:

Balancing a Checking Account
Mending
Grooming
Furnishing a Home
Marriage Relationships
Buying Goods and Services
Credit
Being a Good Parent
Cooking
Meeting Housing Needs
Savings and Investments
Family Relationships
Wise Decision Making
Ecology
Transportation
Social Relationships
Health Care
Wise Consumer
Insurance
Clothing Care
Legal Rights
Energy Conservation

DEPARTMENT: Home Economics

COURSE NAME: Comprehensive Homemaking

COURSE LENGTH: One Year

DESCRIPTION OF COURSE: Units Covered

1) Personal Grooming
2) Dating and Family Relationships
3) Infant and Child Care
4) Foods
5) Nutrition
6) Interior Design
7) Sewing
8) Consumer Buying

TASKS INVOLVED:

1) Sew a garme.
2) Cooking
3) Groom Oneself
4) Caring for Children
5) Room Decorating
6) Make Nutritious Meals
7) Become a Good Date
8) Become a Good Family Member
9) Budgeting

GRADE LEVEL: 9 - 12

PREREQUISITE: None (A suggested reprequisite for skill center Child Care and Cosmetology Programs.)

METHOD OF EVALUATION: Grades from quizzes, assignments, tests, use of class time, attitude, effort put forth, and participation in classroom discussions.

DEPARTMENT: Home Economics

COURSE NAME: Foods and Nutrition (Biology Credit)

COURSE LENGTH: One Semester

DESCRIPTION OF COURSE: Units Covered

1) Vitamins
2) Minerals
3) Fats
4) Carbohydrates
5) Proteins
6) Metabolism
7) Calories
8) Energy
9) Digestion
10) Types of Foods
11) Food Additives and Labeling

TASKS INVOLVED:

1) Read Text
2) Study Questions
3) Lecture Note Taking
4) Assignments Applying Text and Note Information to Everyday Living and Good Health

GRADE LEVEL: 9 - 12

PREREQUISITE: None (A suggested prerequisite for Skill Center Food Management, Nursing Aide and Health Occupations Programs.)

METHOD OF EVALUATION: Grades from quizzes, tests, assignments, use of class time, attitude, effort put forth, and participation in classroom discussions.

DEPARTMENT: Home Economics

COURSE NAME: Family Relations

COURSE LENGTH: One Semester

DESCRIPTION OF COURSE: Units Covered

1) Self Concept
2) Values
3) Building a Successful Marriage
4) Etiquette for Weddings
5) Achieving Adjustments in Marriage and Family
6) Dealing with Common Problems in Marriage and Family

TASKS INVOLVED:

1) Realizing how one feels about others and themselves.
2) Their goals and values
3) Know traits of successful marriage partners
4) How to cope with marriage and family problems
5) Plan ones own wedding
6) Class will put on a "Mock Wedding"

GRADE LEVEL: 11 - 12

PREREQUISITE: None (A suggested prerequisite for Skill Center Child Care, Nursing Aide and Health Occupations Programs.)

METHOD OF EVALUATION: Grades from quizzes, tests, assignments, use of class time, attitude, effort put forth, participation in class discussion

DEPARTMENT: Home Economics

COURSE NAME: Consumer Education

COURSE LENGTH: One Semester

DESCRIPTION OF COURSE: Units Covered

1) Inflation
2) Warranties
3) Comparison Shopping
4) Fraud
5) Consumer Agencies
6) Advertisements
7) Payroll
8) Checking Accounts
9) Credit
10) Savings and Investments
11) Budgeting

TASKS INVOLVED:

1) Become an intelligent consumer of the market place
2) Make wise decisions on how to buy food, clothing, housing, transportation, insurance and medical care

GRADE LEVEL: 11 - 12

PREREQUISITE: None

METHOD OF EVALUATION: Grades will be based on participation in class discussion, tests, assignments, use of class time, attitude, effort put forth.

DEPARTMENT: Home Economics

COURSE NAME: Housing and Home Furnishings

COURSE LENGTH: One Semester

DESCRIPTION OF COURSE: Units Covered

1) Design
2) Furniture
3) Flooring
4) Wallcoverings
5) Lighting
6) Wallhangings
7) Appliances
8) How to Save Energy
9) Should you Rent or Buy
10) Your Legal Rights
11) Your Housing Needs

TASKS INVOLVED: Design and decorate individual room, complete housing plans according to the correct principles of interior and exterior design.

GRADE LEVEL: 9 - 12

PREREQUISITE: None

METHOD OF EVALUATION: Grades from quizzes, assignments, tests, use of class time, attitude, effort put forth, participation in class discussion.

INDUSTRIAL ARTS CLASS DESCRIPTION
CARO HIGH SCHOOL

Phase I — Box Project (requires little or no knowledge)

A. Machines will be introduced.

B. Teacher and student demonstrations will be performed.

C. Machines will be studied before use.

D. Safety rules will be studied.

E. A box will be built.

Phase II — Materials (student will learn how to figure materials)

Phase III — Lathe Project

Phase IV — Individual Projects

Phase V — Mass Production Unit

Phase VI — Advanced Individual Projects

THE ROLE OF WOMEN IN AGRICULTURE

Nearly 50% of all students enrolled in agriculture programs at Michigan State University are women. Women are also needed in research, as lab technicians, and sales people in the agriculture field.